

The Bulletin

of the

Manitoba Teachers' Federation



Our Slogan for 1922:
"Every Teacher in the Province a Member
of the Federation."

Winnipeg, Man., September 22, 1922.

Number 19.

Helena H. Siemens
Altona, Man.

What the Federation Stands for:

Our fourteen Points

1. 100 per cent. efficiency of our educational system.
2. Recognition of the professional status of teachers.
3. Increased representation of the profession upon bodies that determine educational policy.
4. A thorough training for all future entrants to the profession, and the provision of adequate facilities for training.
5. Rigid professional etiquette and a high esprit-de-corps.
6. Right of teachers to negotiate through their representatives with School Boards.
7. Adequate salaries.
8. Adoption of salary schedules by all School Boards.
9. Reasonable security of tenure.
10. An adequate pension scheme.
11. A strong Canadian Teachers' Federation.
12. Co-operation with all other bodies engaged in educational work.
13. The Preservation and Extension of Democracy.
14. Education for Complete Living.

QUISQUE PRO OMNIBUS.

The Bulletin

Of the Manitoba Teachers' Federation

NUMBER 19.

WINNIPEG, MAN.

SEPT. 22, 1922.

RESOLUTION OF THE CANADIAN TEACHERS' FEDERATION, SASKATOON JULY 26th, 1922.

Just so soon as the School Board of Brandon will express its disapproval of the ultimatum and the manner in which it was issued to the teachers in the Spring of 1922;

And will furthermore declare it to be a part of its policy to consult in the future with the teaching staff in an effort to establish a just and reasonable salary schedule;

And, in case of disagreement, be willing to refer the matter of their difference to a Board of Arbitration, and to abide by its decision—thus making it an honorable and professional act for Canadian teachers to apply for and accept positions on the Brandon staff;

Then will the Canadian Teachers' Federation urge its various provincial branches to do all in their power to assist such Board to secure a teaching staff in every way capable of restoring the Brandon schools to that degree of excellence for which they were so long renowned.

The above resolution moved by W. J. Bailey, of Regina, president of the Saskatchewan Teachers' Alliance, and seconded by J. G. Lister, of Vancouver, was carried unanimously at the close of the annual convention of the Canadian Teachers' Federation, held in July at Saskatoon. It is one of the most important resolutions ever considered by Canadian teachers.

The third annual meeting of the Canadian Teachers' Federation was held in Saskatoon on July 24, 25 and 26. The following delegates were present:

Quebec—R. E. Howe, 4525 St. Catherine St., Westmount, Que.

Ontario—Miss B. Adkins, 11 Drake Street, St. Thomas, Ont.; H. A. Halbert, 308 Durie Street, Toronto, Ont.; Dr. E. A. Hardy, 81 Collier Street, Toronto, Ont.

Manitoba—H. W. Huntly, 256 Inkster Boulevard, Winnipeg; E. K. Marshall, Portage la Prairie, Man.; C. W. Laidlaw, 140 Hemsdale Ave., Winnipeg.

Alberta—H. C. Newland, 11129 61st Street, Edmonton, Alta.; Charles Peasley, 754 61st Street, Medicine Hat; J. W. Barnett, 10701 University Ave., Edmonton.

Saskatchewan—W. J. Bailey, 1304 King Street, Regina Sask.; J. K. Colling, Central C.I., Moose Jaw, Sask.; J. A. Speers, Collegiate Institute, Saskatoon, Sask.

British Columbia—J. G. Lister, "Pemba," Central Park, Vancouver; H. Charlesworth, 628 Battery St., Victoria, B.C.; Miss H. R. Anderson, 843 Cardero St., Vancouver.

President Charlesworth was in the chair and gave a very comprehensive review of the situation in Canada generally as regards the teaching profession.

The Brandon situation came in for considerable discussion and it is almost needless to say that the provincial organizations of Canada are solidly behind the Brandon teachers. Their courage and resolution has never been equalled on this continent.

Extensive plans were adopted for making the C.T.F. more effective as a great professional organization functioning in the interests of public education, and a budget of about \$8,000 was prepared. It is purposed to issue an official quarterly and in this and other ways make it possible to have the freest exchange of ideas and ideals.

The new officers are:

President—H. W. Huntly, M.A., Winnipeg.

Vice-President—H. C. Newland, M. A., LL.B., Edmonton.

Secretary-Treasurer—Miss Helen S. Arbuthnot, Toronto.

The next convention will be held in Montreal.

We hope later on, when we receive the official report of the convention, to give the teachers of the province a full account of this very important convention. This report will probably appear in the Western School Journal for October.

FALL CONVENTIONS.

There should be no delay in organizing or perfecting already existing Local Associations this fall. Considerable change has taken place in the teaching staffs but not to the extent of former years. Just as soon as you organize send a list of your officers to Mr. Reeve and the fees collected to Mr. Gillespie. Every local, of course, will have in mind the wider interests of our organization as well as its own particular problems. If teachers find that they cannot get enough members for a regular Local they should form a provisional association and let the

office know what has been done: it may be that some means will be found to extend the association. If the association is in earnest it will do good work.

The Executive is anxious that the whole province be reached this fall, and with this in view it is prepared to send to these fall conventions some speaker who will be prepared to discuss Federation matters with the teachers and give a public address as well. The purpose of the latter will be to interest people in education as a great national concern as well as a means of preparing their children for the active affairs of life. Will you please get your programme ready at as early a date as possible?

NOBLE CO-OPORATION.

The Brandon situation called forth extensive voluntary contributions toward a Benevolent or Relief Fund. These moneys came from the East and the West as well as from our own province, and every contribution was accompanied with expressions of loyalty and comradeship that made one proud of the teaching profession. The amount contributed is \$14,518. Of this \$9,786 came from Manitoba and \$4,732 from other provinces. The disbursements amount to \$12,784, and there is a balance of some \$1,800 of this particular fund. Later on a detailed statement will be prepared. Sums are still coming in and are being used for purpose of relief, some in the form of loans. A full accounting of these transactions will be made in due course.

MEETING WITH THE INSPECTORS.

The President with Messrs A. C. Campbell and H. L. Albright met a committee of the Inspectors early in July and conferred on matters of mutual interest. The conference was indeed a very satisfactory one. One of the topics discussed was the Fall Conventions, and we feel sure that these conventions are going to be better than ever as a result of our conference.

RURAL PRINCIPALS MEETING.

A meeting of the Rural Principals was held in July in the Y.M.C.A. with Principal Watson in the chair. Matters of vital interest to that section of the service were discussed and some of the difficulties peculiar to the Rural Principalships were frankly faced. A committee was appointed to consider steps which might lead to the establishing of Principal's Certificates. An interim report was given to the President and is being considered by the Executive. So important was it considered that

the C.T.F. asked the Manitoba Federation to continue the research.

AT THE AGRICULTURAL COLLEGE.

In July a committee, consisting of the President and Messrs Elliott, Scott, and Gillespie, met the teachers who were pursuing courses of study at the M.A.C. and presented the claims of the Federation. The meeting was a very inspiring one.

ANOTHER GOOD MEETING.

A meeting of the teachers who were marking papers at the Parliament Buildings was held early in July. Certain matters relating to the welfare of the profession were discussed and the meeting endorsed the work of the M.T.F. Executive. Vice-President Elliott presided.

RESOLUTIONS.

Resolutions and recommendations intended for consideration at the annual meeting should be sent in as soon as possible. We trust that this fall's conventions will consider some topics relating to policy and forward their findings to the Executive.

A RECENT APPOINTMENT.

Mr. Erwin Knapp, M.A., for many years Science Master in the Brandon Collegiate Institute until May of this year, has been appointed Inspector of Secondary Schools in Manitoba. He succeeds Mr. S. E. Lang, M.A., who has resigned and is going to British Columbia to reside. Mr. Knapp has had a long and worthy record in this province and we feel sure that his training and experience will fit him for his important office.

THE SECRETARY'S QUOTA.

1.

Teachers are earnestly requested to apply for information before accepting positions with the following boards: Balmoral, Boissevain, Benito, Brandon.

2.

The fees due this fall are:

1. For new members, \$1 registration plus \$5 capitation.
2. For old members, \$5 capitation.

This money is required for YOUR business, YOUR organization. Please send in promptly and cheerfully.

3.

Office changes. The volume of business now being transacted

at 701 McIntyre Block has made it necessary to increase our office space and to secure practically full-time stenographic assistance. Miss Mitchell will be in attendance from 12 noon to 1.30 p.m. and from 2.30 to 6. and on Saturdays, 10 a.m. to 1 p.m. The General Secretary will be glad to make appointments at hours to suit visitors. We are always delighted to have teachers call to see us, whether they are in difficulties or not. We wish teachers to remember that this is **their office**.

4.

Notice—

29. That the annual fee for the year beginning September 1st, 1922, be \$5.00, unless otherwise determined by the Executive. (Mr. Laidlaw—Miss Stewart).

13. (Resolution No. 38). That the financial year of the Federation coincide with the school year and shall end on June 30th of each year;

That in order to make the change, members pay a special fee of \$2, to be charged for the period January 1st to June 30th, 1922;

That in view of the fact that some adjustment shall have to be made because of fees being paid at different times, secretaries of locals be authorized to make these adjustments in a fair and equitable way;

That in deciding what is equitable in this respect secretaries be guided by these considerations: 1. That the information provided by the membership card be taken in establishing the period that the fees already paid shall cover; or, in the absence of these, the actual date of joining the Federation shall be the basis; 2. That in the case of differences not settled locally, the matter shall be adjusted by the M.T.F. Secretary;

That after June 30th, 1922, all fees shall be due and payable on September 1st in each year.

That all members whose fees are unpaid on November 15th shall automatically stand suspended and shall be reinstated only on the payment of a registration fee and all arrears. (Miss Huntley—R. H. Scott).

The above instructions from the Annual Meeting will be adhered to, and Local Associations are urged to send in fees as early as possible.

5.

Index-cards will be mailed to all members on receipt of fees for the present year. Please make a point of filling in your card

and returning it at once. The information to be contained in these cards is indispensable to the efficiency of our organization, and is used in a wholly confidential manner.

6

Several cases of teachers breaking contracts have been brought before the executive. We must take a very strong stand on the sanctity of agreements, and no teacher who breaks a contract can henceforth be regarded as a member in good standing. Be quite sure before signing a contract that it meets your wishes; and having signed it, stay with it.

SOME POINTS TO BE CONSIDERED REGARDING SCHEDULES

1. Teachers' salaries have always been on a low scale, and are still lower, on the average, than most of the other trained professions.

2. The best quality of teacher must be secured, so parents and other responsible citizens say, and the best quality cannot be obtained if the salaries do not measure up with those in other walks of life.

3. The last increase given in teachers' salaries was not given as a cost-of-living bonus, but as a definite permanent increase in salary.

4. Any other addition to salaries was given and was regarded as a bonus for efficiency.

5. There was no undertaking on the part of teachers that they should be prepared for erratic reductions, if there should be variations in the cost of living.

6. When the increases were given and fair schedules secured teachers were congratulated by public men and citizens generally that a definite increase had at last been made to their salaries.

7. There has been for years a serious shortage of teachers. We are well on the way to remove this evil permanently.

8. If the attractions of the service are curtailed just as returning national prosperity increases the demand for young people in other walks of life, there will be a decline in the number of entrants and consequent continued employment of unqualified teachers.

9. No section of national activity is more worthy of special protection than education: it is a basic factor in Canadian citizenship.

10. Efficiency in the schools can be maintained only by an efficient teaching staff working under conditions making for the highest type of efficiency.

ANOTHER PUZZLE!

What can "business" really mean? Here is an extract from the Presidential address delivered recently at the annual Conference of the Association of Educational Committees, the most influential body of educational administrators in England:

".....He would be no party to a reduction of (teachers') salaries. If they did that they would be guilty of dishonourable conduct, conduct unworthy of business men, conduct which in days to come could only be criticised as unworthy of the traditions of English public life."

It really is a puzzle, isn't it?

TEACHERS' WORK.

"I have been around the world twice," said Sir Harry Lauder, "and I have never yet met the eminently successful man who restricted his working hours." Some illy informed people say that teachers have very brief hours of labor. It is true that they are in their class-rooms only from say 8.40 to 4.20 with about an hour for lunch; but a recent enquiry was made as to the amount of extra time that had to be spent by way of preparation of lessons and the correction of exercises and it was found to be almost two hours and thirty minutes. And this is all mental work! No wonder that teachers break down early in life! The work in senior classes is especially exacting and wearing on teachers; but we doubt whether any branch of the service is so heavy as the principalship of an intermediate or secondary school. Only those who have been through the mill can have any idea of the strain attached to these positions.

THE CONFERENCE IN BRITAIN.

At the National Union of Teachers' Conference, speaker after speaker denounced the Geddes economies, and pointed out that, although the more sensational cuts in educational expenditure have been abandoned, the Government still contemplates changes which will materially lower the standards of educational efficiency. Reductions in teaching staffs and increases in the size of classes, savings at the expense of proper buildings and equipment, lopping off of maintenance grant and restriction

of opportunities for higher education—all these are to be forced upon the Local Education Authorities by the financial policy of the Government. The N.U.T. has pledged itself to resist these “economies” and doubtless it will do what it can. But the teeth of the public opposition have, we fear, been drawn by the withdrawal of the more spectacular proposals, and it will not be easy to arouse the public to protest against reductions in educational standards of which it has little appreciation. Yet a reduction in the quality may have worse effects than a reduction in the quantity of public education. The existing standards are not so high that we can afford to let them be undermined; and it ought not to be left to the teachers to fight this battle on behalf of educational efficiency.

AN IMPORTANT REMARK.

The Brandon teachers are standing firm and the other teachers throughout the country are standing by them nobly. The fight is one of the most important upon which educationists have ever embarked and upon the result much will depend. Upon the success will depend not merely the status of the teacher, but to some considerable extent the fate of higher education.

—The Calgary Albertan.

HOW TO ACHIEVE.

No profession can be developed from without. Permanent achievement and worthy accomplishment come only through the operation of forces and by the formation of ideals that are native to the profession. Those professions representing the highest standards of service in our midst control to a large extent the conditions governing them. The laws and regulations affecting them have been framed by the professions themselves, and were passed by the legislatures concerned largely because the leaders of these organized professions took the initiative. Further, these professions not only protected their own interests but safeguarded the public by imposing upon themselves the highest requirements and the most rigid *esprit de corps*.

The dignity and worth of a calling is much enhanced when it is given the right to determine its standards and its ideals. The confidence reposed in it by the public bestows a powerful prestige and inevitably reacts upon the profession, raising its standard.

It should be the aim of every teacher who has the welfare of his profession and the progress of his science at heart to raise his

calling to that plane where public confidence will recognize his ability and right to determine more largely the requirements of the entrants to his craft and the programme which is his to carry into effect. Only effective organization and united effort can bring this about.

TEACHERS APPRECIATED.

It is significant that the outstanding reunions in connection with Old Home Week all centered round former school teachers. The fact is indicative of the large place that teachers fill in the lives of young people, and of the gratitude they feel, when they come to years of appreciation, towards those who faithfully guided and taught them. The reunions of last week should be an inspiration and encouragement to the teachers of today, so to carry on their work that the reward they receive will not merely be monetary, but will bring them in future days dividends of gratitude and affection from the unruly boys and girls who now give them so much trouble and concern.—Orillia Packet.

VALUABLE QUOTATIONS.

1. You can reduce your expenditure on armaments, as you can on personal indulgences, and expand it again later, with no great damage in the process. But with education it is otherwise. You are dealing there with the mind and bodies of children and you may cripple a whole generation. The plain fact is that, so far from not being able to afford our present expenditure on education, we cannot afford to do without it. If there is one lesson more insistently taught us by the war and by daily experience it is that the foundation of national strength and worth, as of national prosperity, is the education of the people. It is the people who will suffer and the people must see to it.

—Manchester Guardian, June 1922.

2. Of all inspiring and moralizing agencies in American society to-day, the public school alone has gained in influence and increased in strength during the past fifty years. Legislation has declined in efficiency, the courts are less respected, the church has been left behind, and education—public education—alone has retained its hold on democracy and is becoming more and more effective as the years go by.

—Chas. W. Eliot, Former Pres of Harvard Univ.

3. I regard it as essential to a good scheme of education that teachers should be relieved from perpetual financial anxiety.

eties———An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger.

—Rt. Hon. H. A. L. Fisher, M.P., London, (Eng.)

4. We call no uneducated quack or charlatan to perform surgery upon the bodies of our children lest they be deformed, crippled and maimed physically all their lives. Let us take equal care that we entrust the development of the mental faculties to skilled instructors of magnanimous character that the mentalities of our children may not be mutilated, deformed and crippled to halt and limp through all the centuries of their never-ending lives. The deformed body will die, but a mind made monstrous by bad teaching dies not, but stalks forever among the ages, an immortal mockery of the divine image.

—J. Sterling Morton.

THE TEACHER'S CONTRIBUTION.

Next to having a good father and mother, the most important element that can enter into the life of a child is the influence of an inspirational teacher. In fact, quite often a child's career is determined by the influence exerted by his teachers. Frequently, men and women recall the teachers of their childhood who, in some mysterious way opened up vistas of service which at first unconsciously and later consciously attracted them to better ways and stood them in good service when the crises of life came upon them. Some, too, remember teachers who used them unfairly or unwisely; and possibly they recall those occasions with bitter memories and realize that some people took up the teaching profession without the knowledge and sympathy adequate to discharge the high office to which they aspired. There is no doubt that the teacher so far as character-forming and ideal-inspiring is concerned, has a very grave responsibility to discharge, especially during the early "teen" age.

People throw most of the responsibility for training children upon the teacher and he is held accountable for the progress of the student. No doubt this affords an unusual opportunity for valuable public service. There is no trade or industry, no profession or calling, with greater demands for intelligent disinterestedness. The demands are great. the sacrifice may be large, but the reward cannot be valued in dollars and cents. To have the opportunity to train the mind, to inspire the ambition, and to prepare for the great things of life, is one of the rarest callings in the gift of the people. To understand boys and girls

and help them to know their own powers and to give them a start in life is a magnificent achievement. Frequently a boy has been misunderstood by everyone but his teachers. At school, probably, he found the only one who understood him and gave him that knowledge, self-confidence, inspiration and ambition without which he would have missed the best things in life and have become a failure.

When a teacher has contributed to the life of a boy, he has achieved such a success as lies in the lot of no other worker in this busy world. On his tomb might be written the appropriate and beautiful text that was written on the tomb of Fichte: "Thy teachers shall shine as the brightness of the firmament and they that turn many to righteousness as the stars that shine for ever and ever."

IN BRANDON SCHOOLS.

The following persons are at present in charge of the schools in the city of Brandon:

Superintendent—D. W. Webb, B.A.

Collegiate—Jos. A. Brown, B.A., principal; E. J. Harwood Dunman, B.A., T. J. Reed, M.A., Fred Grusz, B.Ss., Anna C. Kelly, M. A. Hazel M. White, B.A., Marion S. Black, B.A., Katherin Macdonald, M.A., Wm. M. Stewart, B.A.

Alexandra School—G. R. Rowe, principal; Hugh S. Brown, vice-principal; Vera P. Lamont, M. Lucy Sallans, Cathrin M. Fraser, Mrs. Johan Wilson, Ella I. Barber, Isabel M. Munro, Marguerite Wright, Mrs. Mary B. Cannon, Eileen Loney.

King Gtorge School—Arthur G. Vale, principal; W. Arthur Wood, vice-principal; Mrs. Melinda Fromm, Ella Ferguson, F. Hope McKinnon, Matilda Crake, Pearl Whaley, Mary E. Down, M. L. Day, Mrs. Jennie Y. Pascoe, Mrs. C. Southwell, Majorie Abey.

Central School—Joseph B. Gillesby, principal; E. J. Renick, vice-principal; Mrs. J. B. Gillesby, Anna M. McDonald, Mary E. Brockman, Gladys Coristine, Miss H. Crossley, Mrs. Rossie Ferrier, Katherin Martin, Winnie Hunt, Florence Merrell, Beatrice Boutillier, Winnie Tool, May I. Bradley, Hildred Smith.

Park School—Donald S. Lent, principal; Lois M. Smith, vice-principal; Arthur Pachal, Margaret E. Pierce; Mary Louise Clark, Jean McCaw, Miss H. Critchley, Ethel E. Williams, Mrs. A. V. Hunter, Hilda Pottinger.

Fleming School—J. E. McDowell, principal; William Wilson,

Mary McCartney, Muriel F. Dorrett, Evelyn M. Dorrett, Mrs. Mary M. Wilson.

David Livingstone School—John A. Urquhart, principal; Margaret Cranston, Ethel Bannister, Jean Ekins, Velma Houck, Mrs. Alice M. Eley.

McLaren School—William N. Stewart, principal, Lucy M. Brown.

Grade at Normal School—Miss Elma E. Campbell.

Note.—Doubtless since the above was handed to us changes have taken place. It is, however, as accurate as we can get it.

The Brandon School Board has given to the Press a list of the teachers now employed in its schools. We thank the Board for its action in publishing this list, and we desire to second its efforts in this direction to the best of our ability.

It is our conviction that the names in this list should be known from coast to coast; that every teacher and every school board in the Dominion should have this list for reference. We publish this list and ask our sister organizations to do so too.

It is unfortunate that the notoriety thus achieved may be undesired and undeserved by some of those on this list, for they may be in Brandon through being unaware of antecedent events, as in the case of several from whom we have heard. Others who are in the same class should apprise us of these facts at their earliest opportunity. We are sure they do not wish to feel that the vast majority of good Canadian teachers question their professional loyalty. The good opinion of one's fellows in any calling is a very precious possession and is usually not lightly cast to the winds.

Those who have accepted positions in Brandon should know the following:

1. That the school board claimed that it could pay only 75 per cent. of the salaries paid to its staff at that time, which meant that some 30 teachers would receive \$875 per annum. It is a well known fact that it paid considerably higher rates to untrained successors. How many of the present staff are receiving less than \$1000?, \$1100?

2. That the ex-Brandon staff offered prior to May 1st to resume work and leave salaries to be settled by arbitration.

3. That the ex-Brandon staff would, in the opinion of all right thinking people, have forfeited all claim to be regarded as sentient human beings if they had accepted the Boards curt command to take a 25 per cent. reduction or get out. We are

on very dangerous grounds, indeed, when we surrender our right to arbitrate differences.

4. Many of these teachers who were so summarily treated by the Board were men and women who had given long and devoted service to the city of Brandon. This faithfulness, this well-earned experience, this consecration counted for nothing.

5. Fortunately for the reputation of our profession, teachers all over the Dominion, realizing the importance of the principle of negotiation which was the main issue, contributed generously to the fund raised to meet the needs of the Brandon teachers.

To the teachers now in the Brandon schools we would say, What would you have done if you had been placed in a position similar to that of the men and women whose posts you now occupy? Candidly now, what would you have done? Do you not think that after all they did the brave thing, the right thing? Just think it over.

LINES OF POLICY.

This year will probably see the definite beginning of that forward movement in national education which the Federation has long been advocating. The public in general and teachers in particular are ready for a decided step in educational matters, and we teachers shall be very shortsighted in our policy and remiss in our duty if we should not be prepared to take the place in this movement which is logically ours.

The indications are, however, that the first steps shall by no means be over-bold, and the Federation will have important work to do in seeing that whatever advances are made or beginnings ventured that they shall be along sound educational lines and that these changes be maintained efficiently and carried out vigorously as well as cautiously and sanely.

As in the past, so in the future, the appeal of the Federation must, in the first place be to the teachers themselves. The appeal must be to the teachers because theirs is the profession affected and because their knowledge, training, and experience should be a main factor in deciding upon and carrying out educational policy. The appeal, in the second place, must be to the parents whose chief interest is the welfare of their boys and girls and whose co-operation must be sought in obtaining conditions in our schools favorable in the highest degree possible to the development of the best type of manhood and womanhood.

Finally, the appeal must be to the public who provide the means for educational facilities and whose interests after all is in national advancement which is dependent upon educational efficiency. This public appeal in a large degree must be directed to the trustees because they during their term of office represent the public.

The appeal of the Federation, made persistently and in a reasonable and temperate fashion, cannot fail of its effect in moulding the future of this nation. This is the programme ahead of the teachers of this province. Are they aware of its importance? Are they equal to the task? We they reply they are.

WHY DISCRIMINATE?

In a certain town in the West where we made enquiry, there are at least four lawyers whose incomes vary from \$6,000 to \$15,000 a year, as many physicians with incomes from \$4,000 to \$10,000, three business men who were able to retire early in life quite wealthy and several bank managers who must be getting \$4,000 each. These sums are all contributed to these men by this community indirectly and for certain services rendered. In the same town there is a Collegiate Institute. This institution is looked upon as of very great importance by the community; so great that a committee of citizens is appointed to look after the choice of a head for the school. The principal whom they chose had a longer training, and a longer experience than any of the men noted above. He is an unusually gifted teacher. And yet, that community appears to be unwilling to pay him a salary any way approaching that of responsible men in other callings. Why does it discriminate? And it discriminates in many other things as well as in salary. It is not quite fair, is it?

Brevities

Brandon!

* * *

That is still a good brevity.

* * *

According to Dr. Grant, Minister of Education for Ontario, "2,000 more public school teachers are wanted in" that province; and they are likely to get them because they will offer conditions

that will induce bright, intelligent young people to enter into the profession and stay there.

* * *

It is high time for us all, parents as well as teachers, to abandon the traditional policy of inaction which leaves, in a large degree, the advancement of education to the mercy of the chapter of accidents. Too long have its interests, the supreme concern of our boys and girls, been lazily left to the chances of the surrounding "streams of tendency." In fiction, or on the melodramatic stage, the chapter of accidents may do well enough. In real life, energy and thought and industry and humdrum drudgery are the price that must be unflinchingly paid. Let us set to work to pay it.

* * *

The Brandon Sun in a long editorial published some time ago calls for "a probe" into the educational affairs of this province, and mentions particularly the Manitoba Teachers Federation as a subject for such enquiry. Well, we have no objection to such an investigation; but before entering upon a general enquiry would it not be well to begin with the affairs of the School Board in the Sun's own home town?

"Oh wad some power the giftie gie us
To see oursels as others see us."

* * *

"On all sides proofs are multiplying of the quickening of the pulse of educational life."—The Times Supplement. As this is true of Great Britain, so is it of Manitoba. The M.T.F. is alert to the situation and will be prepared to give expert, enthusiastic support to an educational forward movement.

* * *

On August 22 three big United States steel corporations, employing normally nearly 300,000 workers, announced a 20 per cent. increase in wages. It means that in the opinion of these experienced men the expected business revival and consequently better times is near.

* * *

Teachers are quite right in making protest against the permit system. The permit system may have had some excuse for its being when the supply of teachers was short, but it should not be permitted when the supply of teachers is ample. What if the government should decide upon permit lawyers and permit

doctors? We shall never require it if the conditions under which teachers work are decent.

* * *

It is, of course, not forgotten that the School Board is the responsible body in control of school affairs, and that whatever happens it must bear the responsibility. In getting at facts, however, it will find in every case that a committee of the teachers is not only just but is very useful, giving information difficult to get in any other manner and affording opportunity for the exchange of views.

* * *

"The proposal to cut down expenditure on education is the biggest blow struck at the supremacy of this nation since the military attempt in 1914."—Mr. Ammon, M.P., speaking in the British House of Commons.

* * *

A deputation of Brandon citizens, consisting of Dr. Bigelow, A. J. Balmer, Mr. Davidson, and Mrs. Burnell, waited upon the Advisory Board, at its meeting held on August 31, in connection with the school situation in Brandon and made the following requests: 1. That the schools in that school district be inspected by some competent authority at the earliest possible date after their opening in September; 2. That the newly appointed Superintendent be not recognized by the Advisory Board until his qualifications are enquired into; and, 3. That the schools of Brandon be regularly inspected by someone appointed by the Department until they are properly recognized.

We do not know what results have followed this action. We do know that many citizens are dissatisfied with the situation. Further, we know that certain Brandon girls who would have in all probability sought and obtained positions on the Brandon staff have gone elsewhere for positions and that certain of the new staff are leaving at an early date. This action is taken by these teachers because of the professional spirit which is strong in their minds and because they do not wish to be a party to the dispute. As the situation now stands, we cannot yet advise teachers to take positions in the schools of that city.

* * *

If any of the teachers find in the course of their reading suggestive articles, etc., in papers and magazines, we shall be grateful for copies, notices or summaries of them. Let us all co-operate in keeping one another well informed.

What the Federation Has Done

1. Created and developed a professional spirit among the teachers of Manitoba.
2. Aroused public interest in educational matters to an unprecedented pitch.
3. Increased the average salary paid to teachers in the province by more than 40 per cent.
4. Secured in co-operation with the Trustees' Association a Board of Reference to settle disputes between teachers and school boards.
5. Guaranteed a measure of security of tenure to its members.
6. Secured in co-operation with other educational forces increased efficiency in the profession by its attention to educational ideals and practice.
7. Opened up vast possibilities of influence and service to a strongly organized teaching body.
8. Secured a reasonable measure of justice for all teachers who have brought their difficulties to its notice.
9. Employed a legal adviser in all cases where the executive deemed it necessary.

To the Teachers of Manitoba :

1. All teachers with Third Class Professional Standing and upwards are eligible for active membership.
2. All other persons actually engaged in teaching in the province can become associate members on payment of the Registration Fee of One Dollar.
3. If there is no local association near you, become a member-at-large, and pay your dues direct to the Treasurer.
4. Every Teacher should fill in and forward to the office the index card. If you did not get one, write the Secretary.
5. Dues for 1923 are: Registration (new members only) \$1.00, Capitation to June 30, \$5.00.

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